

## Wilder Elementary

975 S. Main Street  
Sumter, SC 29154

|                       |                           |              |
|-----------------------|---------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School     |              |
| <b>Enrollment</b>     | 528 Students              |              |
| <b>Principal</b>      | Maria Newton-Ta'Bon       | 803-773-5723 |
| <b>Superintendent</b> | Zona W. Jefferson, Ph. D. | 803-469-8536 |
| <b>Board Chair</b>    | Ms. Jo R. White           | 803-773-7663 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 47   | 37      | 2             | 0              |

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Good                   | Unsatisfactory            | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Unsatisfactory            | Yes                             |
| <b>2005</b> | Average                | Below Average             | Yes                             |

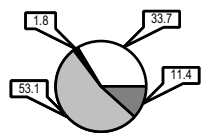
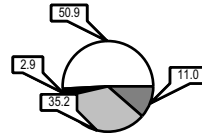
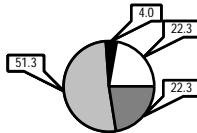
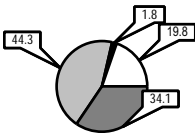
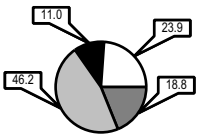
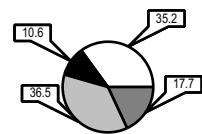
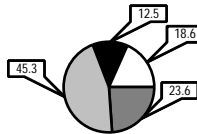
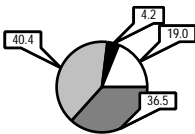
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 299   | 100.0           | 18.6                 | 44.2           | 34.7                | 2.6               | 44.9  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 168   | 100.0           | 22.4                 | 43.6           | 31.4                | 2.6               | 39.7  |                                      |  |
| Female   | 131   | 100.0           | 13.6                 | 44.9           | 39.0                | 2.5               | 51.7  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 84  | 100.0           | 6.3                  | 50.6           | 40.5                | 2.5               | 54.4  | Yes                                  | Yes                                    |
| African American   | 205   | 100.0           | 22.9                 | 43.1           | 31.9                | 2.1               | 41.0  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 260   | 100.0           | 16.2                 | 46.5           | 35.7                | 1.7               | 46.9  |                                      |  |
| Disabled   | 39  | 100.0           | 36.4                 | 27.3           | 27.3                | 9.1               | 30.3  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 299   | 100.0           | 18.6                 | 44.2           | 34.7                | 2.6               | 44.9  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 7   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 292   | 100.0           | 17.8                 | 44.8           | 35.2                | 2.2               | 45.6  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 169   | 100.0           | 26.5                 | 48.3           | 23.8                | 1.3               | 32.5  | Yes                                  | Yes                                    |
| Full-pay meals   | 130   | 100.0           | 8.9                  | 39.0           | 48.0                | 4.1               | 60.2  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 299 | 99.7  | 20.9 | 51.3 | 22.3 | 5.5  | 45.8 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 168 | 99.4  | 23.2 | 54.2 | 18.1 | 4.5  | 41.3 |     |     |
| Female   | 131 | 100.0 | 17.8 | 47.5 | 28.0 | 6.8  | 51.7 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 84  | 100.0 | 5.1  | 48.1 | 34.2 | 12.7 | 68.4 | Yes | Yes |
| African American   | 205 | 99.5  | 27.3 | 54.0 | 16.6 | 2.1  | 35.8 | Yes | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 8   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 260 | 100.0 | 16.6 | 54.8 | 24.5 | 4.1  | 47.7 |     |     |
| Disabled   | 39  | 97.4  | 53.1 | 25.0 | 6.3  | 15.6 | 31.3 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 299 | 99.7  | 20.9 | 51.3 | 22.3 | 5.5  | 45.8 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 7   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 292 | 99.7  | 20.4 | 51.7 | 22.7 | 5.2  | 46.1 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 169 | 99.4  | 31.3 | 52.7 | 14.7 | 1.3  | 32.0 | Yes | Yes |
| Full-pay meals   | 130 | 100.0 | 8.1  | 49.6 | 31.7 | 10.6 | 62.6 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 298   | 100.0           | 49.1                 | 35.2           | 11.4                | 4.4               | 15.8                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 167   | 100.0           | 45.8                 | 38.1           | 11.6                | 4.5               | 16.1                                 |
| Female                         | 131   | 100.0           | 53.4                 | 31.4           | 11.0                | 4.2               | 15.3                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 83  | 98.8            | 25.6                 | 44.9           | 19.2                | 10.3              | 29.5                                 |
| African American               | 205   | 100.0           | 59.0                 | 32.4           | 6.9                 | 1.6               | 8.5                                  |
| Asian/Pacific Islander         | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 8   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 259   | 100.0           | 46.7                 | 37.9           | 12.5                | 2.9               | 15.4                                 |
| Disabled                       | 39  | 100.0           | 66.7                 | 15.2           | 3.0                 | 15.2              | 18.2                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 298   | 100.0           | 49.1                 | 35.2           | 11.4                | 4.4               | 15.8                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 7   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 291   | 100.0           | 48.7                 | 35.7           | 11.5                | 4.1               | 15.6                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 169   | 100.0           | 64.9                 | 26.5           | 8.6                 | 0.0               | 8.6                                  |
| Full-pay meals                 | 129   | 100.0           | 29.5                 | 45.9           | 14.8                | 9.8               | 24.6                                 |

|                                |     |       |      |      |      |     |      |
|--------------------------------|-----|-------|------|------|------|-----|------|
| <b>Social Studies</b>          |     |       |      |      |      |     |      |
| All Students                   | 297 | 100.0 | 32.0 | 53.7 | 11.4 | 2.9 | 14.3 |
| <b>Gender</b>                  |     |       |      |      |      |     |      |
| Male                           | 166 | 100.0 | 33.1 | 53.2 | 10.4 | 3.2 | 13.6 |
| Female                         | 131 | 100.0 | 30.5 | 54.2 | 12.7 | 2.5 | 15.3 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |     |      |
| White                          | 82  | 100.0 | 18.2 | 58.4 | 20.8 | 2.6 | 23.4 |
| African American               | 205 | 100.0 | 37.8 | 52.7 | 7.4  | 2.1 | 9.6  |
| Asian/Pacific Islander         | 1   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  |
| Hispanic                       | 8   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |     |      |
| Not Disabled                   | 258 | 100.0 | 28.9 | 57.3 | 11.7 | 2.1 | 13.8 |
| Disabled                       | 39  | 100.0 | 54.5 | 27.3 | 9.1  | 9.1 | 18.2 |
| <b>Migrant Status</b>          |     |       |      |      |      |     |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| Non-Migrant                    | 297 | 100.0 | 32.0 | 53.7 | 11.4 | 2.9 | 14.3 |
| <b>English Proficiency</b>     |     |       |      |      |      |     |      |
| Limited English Proficient     | 7   | 100.0 | I/S  | I/S  | I/S  | I/S | I/S  |
| Non-Limited English Proficient | 290 | 100.0 | 31.7 | 54.1 | 11.6 | 2.6 | 14.2 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |     |      |
| Subsidized meals               | 169 | 100.0 | 43.0 | 49.0 | 6.6  | 1.3 | 7.9  |
| Full-pay meals                 | 128 | 100.0 | 18.2 | 59.5 | 17.4 | 5.0 | 22.3 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 98   | 100.0    | 13.8          | 43.6    | 40.4         | 2.1        | 42.6                         |
|                              | 4     | 88   | 100.0    | 21.8          | 52.9    | 25.3         | N/A        | 25.3                         |
|                              | 5     | 110  | 99.0     | 32.4          | 49.0    | 15.7         | 2.9        | 18.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 92   | 100.0    | 5.0           | 31.3    | 58.8         | 5.0        | 63.8                         |
|                              | 4     | 105  | 100.0    | 20.2          | 50.0    | 29.8         | 0.0        | 29.8                         |
|                              | 5     | 102  | 100.0    | 27.7          | 52.1    | 19.1         | 1.1        | 20.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 98   | 100.0    | 31.9          | 50.0    | 18.1         | N/A        | 18.1                         |
|                              | 4     | 88   | 100.0    | 21.8          | 48.3    | 17.2         | 12.6       | 29.9                         |
|                              | 5     | 110  | 99.0     | 20.6          | 53.9    | 18.6         | 6.9        | 25.5                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 92   | 100.0    | 22.5          | 56.3    | 20.0         | 1.3        | 21.3                         |
|                              | 4     | 105  | 99.1     | 18.3          | 51.6    | 26.9         | 3.2        | 30.1                         |
|                              | 5     | 102  | 100.0    | 21.3          | 50.0    | 21.3         | 7.4        | 28.7                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 92   | 100.0    | 42.5          | 42.5    | 11.3         | 3.8        | 15.0                         |
|                              | 4     | 105  | 100.0    | 48.9          | 39.4    | 9.6          | 2.1        | 11.7                         |
|                              | 5     | 101  | 100.0    | 57.0          | 26.9    | 12.9         | 3.2        | 16.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 92   | 100.0    | 16.3          | 62.5    | 20.0         | 1.3        | 21.3                         |
|                              | 4     | 105  | 100.0    | 34.0          | 54.3    | 10.6         | 1.1        | 11.7                         |
|                              | 5     | 100  | 100.0    | 43.5          | 47.8    | 5.4          | 3.3        | 8.7                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 528)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%                 | No change                    | 100.0%  | 100.0%                          |
| Retention rate  | 6.5%                   | Up from 5.1%                 | 3.1%  | 3.0%                            |
| Attendance rate   | 97.2%                  | Down from 98.9%              | 96.4%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 7.4%                   | Up from 6.9%                 | 4.7%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.7%                   | Up from 4.2%                 | 3.6%  | 3.2%                            |
| Eligible for gifted and talented  | 13.2%                  | Down from 13.8%              | 14.1%   | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 9.8%                   | Down from 11.0%              | 9.1%  | 8.2%                            |
| Older than usual for grade  | 3.8%                   | Down from 5.7%               | 0.8%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 37)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 64.9%                  | Down from 66.7%              | 53.8%   | 52.6%                           |
| Continuing contract teachers  | 89.2%                  | Down from 92.9%              | 86.3%   | 83.3%                           |
| Highly qualified teachers   | 94.4%                  | Down from 97.4%              | 92.6%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 82.7%                  | Down from 87.3%              | 88.2%   | 87.0%                           |
| Teacher attendance rate   | 95.7%                  | Up from 95.5%                | 95.2%   | 95.0%                           |
| Average teacher salary  | \$40,975               | Up 1.8%                      | \$41,638  | \$41,703                        |
| Prof. development days/teacher  | 16.5 days              | Up from 6.3 days             | 12.8 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 2.0                    | Up from 1.0                  | 5.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 19.0 to 1              | Up from 14.4 to 1            | 18.8 to 1   | 18.8 to 1                       |
| Prime instructional time  | 92.0%                  | Down from 93.7%              | 89.8%   | 89.8%                           |
| Dollars spent per pupil*  | \$6,590                | Up 8.6%                      | \$6,144   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 68.6%                  | Down from 68.7%              | 66.0%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%                  | Up from 98.9%                | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes                    | No change                    | Yes   | Yes                             |
| Character development program   | Excellent              | Up from Good                 | Excellent   | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | N/A                    |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 90.6%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In our efforts to improve student academic achievement, the instructional focus for the 2004-2005 school was incorporating reading strategies across the curriculum. The teachers continued to learn current "best practices" aimed at teaching reading matched to the SC standards through district and school-sponsored staff development, professional book studies, and the involvement of teachers in the South Carolina Reading Initiative (SCRI).

Monthly PTA meetings provided opportunities for parents to become involved in our school programs. Members of our community were included with activities such as Career Day, the One Hundredth Day Celebration (which featured the involvement of 100 men), classroom speakers, and American Education Week activities. Also, the Shaw Air Force Base First Five troops adopted Wilder and assisted us during PACT testing and Field Day. We provided evening and day parent workshops, covering academics as well as parenting skills. Parents also assisted by going on field trips or providing snacks and other supplies for their children's classes.

Wilder students continued to take advantage of the variety of clubs and extracurricular events that were offered. The school offered twelve extracurricular activities that involved students from kindergarten through fifth grade. Our Juggling Club, Chorus, and Choir Chimes performed for area businesses and civic organizations throughout the year. The 2004-2005 school year offered new clubs, like the Growing Gardeners, who beautify our campus with flowers, the Wilder Dazzling Dancers, and the Wilder Boys' Choir.

The school district continues to use Measures of Academic Progress (MAP). Based on fall and spring testing results, Wilder utilized a best practice of "differentiated instruction" to meet the diverse instructional needs of every child. Wilder also continued to use small group instruction in reading and mathematics, literature circles, literacy groups, Reading Recovery, and technology to assist in meeting the varied needs of our students.

Finally, on behalf of the faculty and staff of Wilder Elementary School, it is with great honor that we announce Gwendolyn Diaz as the 2005-2006 Teacher of the Year. Mrs. Diaz is a first grade teacher at Wilder and we are proud to have her as our representative.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 16              | 74               | 35              |
| <b>Percent satisfied with learning environment</b>            | 87.5%           | 81.1%            | 85.3%           |
| <b>Percent satisfied with social and physical environment</b> | 93.8%           | 86.5%            | 85.7%           |
| <b>Percent satisfied with school-home relations</b>           | 62.5%           | 95.9%            | 70.6%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.